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ABSTRACT

Red Ink College is a hypothetical, private, coeducational institution located in the northeastern United States. The college is operating at a deficit that increases each year. A faculty curriculum committee is investigating the idea of introducing a time-shortened baccalaureate. Considerations involved in the decisionmaking are the history of early experiments with the three-year baccalaureate, the relevance of the time-shortened programs, the maturity of the students, college-level work offered at secondary schools, the economics of the time-shortened program, the concept of education for the whole man, general education, possible savings for the college, and the possible effects of the program on personnel. The faculty committee recommends that a three-year B.A. degree used solely to meet the financial needs of the Red Ink College is not a viable solution if it tends to devalue the competencies of the degree. However, as a means of making education more relevant to the changing times in this country, the three-year B.A. has tremendous possibilities at Red Ink College. A three-year baccalaureate could be established by the elimination of all professional courses from the undergraduate program. The current instructional staff could be retained by shifting of professors from what has traditionally been considered upper-level-type courses to those courses that would be incorporated into the time-shortened sequences, and by rethinking and justifying current courses and programs. (Author/KE)

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REPORT OF THE FACULTY CURRICULUM COMMITTEE OF RED INK COLLEGE ON THE PROPOSITION OF ADOPTING A THREE-YEAR BACCALAUREATE

Allan M. Hoffman

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HE006931

September 3, 1975
New York City

PREFACE

Red Ink College is a private coeducational institution located in the northeast portion of the United States. It was founded in 1840 as a men's liberal arts institution. Due to pressures caused by changes in our society, in 1970 Red Ink decided to admit women as matriculated students. This decision was reached after lengthy discussions by the trustees, faculty, administration, and students. The college was formerly a liberal arts institution but during the past decade has introduced a business program. There are approximately 1,800 students who attend. Traditionally, Red Ink has been viewed as a competitive liberal arts institution. Currently it is experiencing a decline in enrollments. Each year fewer students attend. Many students transfer prior to the completion of their programs and attend many of the innovative prestigious institutions.

The College is currently operating at a deficit which seems to be increasing each year. This situation has alarmed the board of trustees who have mandated that the president and faculty look into this situation and propose alternatives that would induce more students to attend Red Ink College. The president in turn has requested that the faculty curriculum committee investigate the idea of introducing a time-shortened baccalaureate at Red Ink College.

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To: President of Red Ink College

From: Faculty Curriculum Committee

Re: The position of the faculty of Red Ink College on the time-shortened baccalaureate

Mr. President, as you have requested, the members of the faculty curriculum committee hereby present you with our position on the possibility of introducing a time-shortened baccalaureate here at Red Ink College.

The general state of our economy at present, the energy crisis and the economic slump, has left its mark on higher educational institutions, particularly the private ones. However, it should also be remembered that public institutions have also felt the belt tightening as well. They have been forced to reduce their budgets due to a decrease in tax revenues and the rising cost social welfare burdens have placed on tax revenues.

No one would deny that these are times of stress for many higher educational institutions. Rising costs and decreasing enrollments are variables that perhaps even Earl F. Cheit could not have predicted.[1] Our constituencies are demanding that we be held more accountable for our actions. Newspapers across the country have been carrying articles condemning sports recruiting on many of our campuses,[2] and the Carnegie Commission has instituted studies to investigate many of our current practices.

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[1]Earl F. Cheit, The New Depression in Higher Education (New York: McGraw Hill Book Co., 1970).

[2]Joseph Dursco, "Sports Recruiting: A College Crisis," New York Times. Sunday, March 10, 1974, p. 1.

In many institutions of higher learning in this country, not only here at Red Ink College, faculty, administration, and trustees are at least mentioning, if not promoting, the idea of adapting the three-year B.A.[3] as a panacea for curing all the ailments of their particular institutions. Even the Carnegie Corporation of New York has expressed an interest in encouraging higher educational institutions to go through a self-study process and reconsider the length, quality, and meaning of the baccalaureate.[4] They have given funds to twelve institutions to experiment with the concept of introducing a time-shortened baccalaureate.[5] It is the intent of this faculty curriculum committee to present the arguments both pro and con and conclude with our recommendations.

EARLY EXPERIMENTS WITH THE THREE-YEAR BACCALAUREATE

The concern of educators over the possibility of initiating a three-year baccalaureate degree[6] is not new. To illustrate, because of financial problems caused by the presidential administration of Nathaniel Eaton, Harvard College was forced to close for a year (1639-1640).[7] When

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[3]The concept of a three-year baccalaureate refers to a degree whose formal course work is adjusted downward from the equivalent four-year degree structure to a three-year program.

[4]Richard C. Giardina, et. al (eds.), The Dynamics of Baccalaureate Reform: Report of a Conference of Directors of Carnegie-Funded Time-Shoftened Baccalaureate Programs (Bowling Green, Ohio: Modular Achievement Program, Bowling Green University, 1973).

[5]Refer to Appendix A for a description of the programs at the twelve institutions.

[6]The term "degree," for the purposes of this paper, is meant to refer to any formal certification of specific academic accomplishments by the governing boards of an institution of higher education.

[7]Frederick Rudolph, The American College and University (New York: Vintage Books, 1962), p. 14.

Harvard reopened in 1640, the new president organized the students into three classes. However, by 1655, Harvard was awarding the baccalaureate upon the successful completion of four years of study.

From 1636 with the founding of Harvard College to the time of the Civil War, higher education in this country was based upon the English college model. The baccalaureate degree was the only earned degree that was being awarded. The Bachelor of Arts (B.A.) was generally awarded at the completion of a four-year strictly proscribed classical curriculum.[8]

In 1851, Harvard College initiated a three-year science curriculum that awarded the Bachelor of Science (B.S.) upon successful completion of the program. The following year, Yale College instituted a three-year degree known as the Bachelor of Philosophy (Ph.B.). Both of these degrees, however, were considered second-class degrees. However, it is our purpose here to discuss the proposition of a three-year Bachelor of Arts program.

In his inaugural address at the University of Michigan in 1852, Henry Philip Tappan was the first to advocate that the general education aspects of the university program could be transferred to the high schools. The separation of the two functions became a reality with the opening of the University of Chicago.

Johns Hopkins University opened in 1878 and had more exacting standards of admissions than Harvard and Yale at that time. Gradually,

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[8]For an analysis of the historical development of American higher education, refer to John S. Brubacher and Willis Rudy, Higher Education in Transition (New York: Harper-Row, 1968) and Frederick Rudolph, The American College and University (New York: Vintage Books, 1962).

the time span for the baccalaureate was reduced from the traditional four years to three. However, it became increasingly necessary for students to spend a preliminary year at the university before matriculation. By 1907 Johns Hopkins formally reinstituted a four-year baccalaureate program.

There have, however, been other attempts to reduce the length of time it takes to receive a degree. Nicholas Murray Butler, President of Columbia University in 1902, stated "Four years is...too long a time to devote to the College course as now constituted."[9] By approximately 1905, Butler had persuaded the faculty at Columbia to adopt a plan that allowed a Columbia College student after three years of work to enter one of the professional schools of the university, except the law school. However, this plan was abolished by about 1953.

President Eliot of Harvard University fathered a plan that was initiated by the faculty in 1902 whereby the residence requirements for the baccalaureate was reduced from four years "...after pointing out that perhaps one-fourth of the under-graduates were already completing these requirements in three years...."[10] "By 1906, 41 percent of Harvard College students graduated in three or three and one-half years, and the percentage stayed as high as 25 percent until after World War I, when the four-year baccalaureate slid back into normalcy, along with much else in America."[11]

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[9]Nicholas Murray Butler, Annual Report of the President and the Treasurer of Columbia University (New York: Columbia University, 1902), p. 35.

[10]Ernest L. Boyer, "How Much Time for Education?" Educational Record, Vol. 53, No. 4, Fall 1972. p. 274.

[11]Ibid.

William Rainey Harper, president of the University of Chicago in the 1890's, advocated a system whereby high school education would start with the eighth grade and stop at the eleventh grade. Then two years of junior college work would follow. When the University of Chicago opened in 1892, the undergraduate division was separated into the upper and lower colleges. Harper's idea for a lower division level did not take hold, however (although Harper is said to have helped give birth to the junior college movement).

Additional innovations advocating the idea of initiating an intermediate collegiate institution have been attempted. Robert M. Hutchins, president of the University of Chicago from 1929-45, made an attempt to develop a college which would combine the last two years of secondary school with the freshman and sophomore years of college and which would offer the bachelors degree. Students were granted acceptance into the college at the University of Chicago prior to their completion of high school and were allowed to proceed in the college as fast as they could pass their examinations. Eventually, because of widespread opposition, the college at Chicago fell back to the traditional four-year post-secondary baccalaureate program.

In 1951 an experiment was begun that would allow admission with advanced standing between 12 colleges and 12 private secondary schools. This system would allow capable students to do college level work in high school. "This program was the most successful project, possibly because it left the four-year time blocks of the schools and colleges untouched."[12]

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[12] Ibid., p. 275.

By 1955 the College Entrance Examination Board took this system over. Nonetheless, most efforts to modify the traditional length of college have failed.

At a seminar which he recently conducted at Teachers College, Columbia University, President McGill of Columbia University related that he believed that the present structure of the traditional four-year B.A., combined with additional years devoted to graduate work, prolonged adolescence and should therefore be reduced. He believes that this can be accomplished through a modification of the traditional calendar. That is, basically, that the curriculum should be on the 4-1-4 pattern.[13]

No one can argue that times have changed since it was first decided at Harvard and other universities that the three-year baccalaureate program was not worth instituting. Currently, some educators are concerned that too much money and time is being spent in the earning of an undergraduate degree. If the current controversy is lodged solely on the basis of a desire to reduce the financial burdens, then one may quite legitimately question any of the contemporary efforts on educational soundness. However, there is no novelty in the efforts of some colleges to have students obtain a baccalaureate in three years by attending summer sessions. Since such a plan does not reduce the number of requirements, it is not the central purpose of this discussion to investigate it.

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[13]William McGill, President of Columbia University, as recalled as part of lecture given at the Community College Seminar, Fall 1972, Teachers College, Columbia University.

Attempts to institute the three-year baccalaureate degree can be divided into two separate categories. The first is no reduction in credit needed, but credits can be earned and fulfilled in non-traditional ways. The other alternative for the three-year B.A. is reduction of course credits and requirements.

The real interest, and current controversy which it is the purpose of this committee to investigate is in programs that not only cut costs but have an overall affect of reducing the undergraduate time procession. Such programs make the assumption that the traditional baccalaureate degree program can be condensed to three years and cause no destruction to quality nor to content.

WHAT ARE THE ARGUMENTS IN FAVOR OF THE TIME-SHORTENED BACCALAUREATE?

First we must investigate some of the major arguments that favor the adaptation of the three-year baccalaureate in order to fully assess its merits.

Relevance

The first argument to be discussed states that the three-year baccalaureate is much more pragmatic in relation to both our society today and the desires of the students. A student would be able to concentrate all his energies on his major area of interest, rather than drag out his preparation time before entering the job market by having to take courses which have no relevancy to him.

> Once a student has been approved for a program of academic preparation he should be enabled to advance through the content at his own best pace. Also, he

> should be able to direct his efforts selectively, taking courses in related courses in direct succession or simultaneously in clusters, so as to maximize interrelationships and to encourage and conserve learning momentum.[14]

Kieffer further asserts that such a program would tend to reduce boredom, distraction or anxiety.

According to Stephen H. Spurr, not only would this program increase relevancy and reduce boredom, it also seems to be more logical in terms of specialized training. He simply states that "the three-year baccalaureate followed by a two-year master's program is much more logical than the 4-1 pattern of today."[15] The author feels that the century-old pattern of 12 years in elementary and secondary school followed by four years as an undergraduate creates no particular problem when the baccalaureate terminates formal education and starts the beginning of a career at about age 22. However, as post-baccalaureate education has become increasingly concerned with duplication and unnecessary elements found in secondary school and university articulation, it will become necessary, albeit frustrating, to eliminate such redundancies.

The Carnegie Commission on Higher Education in Less Time-More Options aptly expands on this concept:

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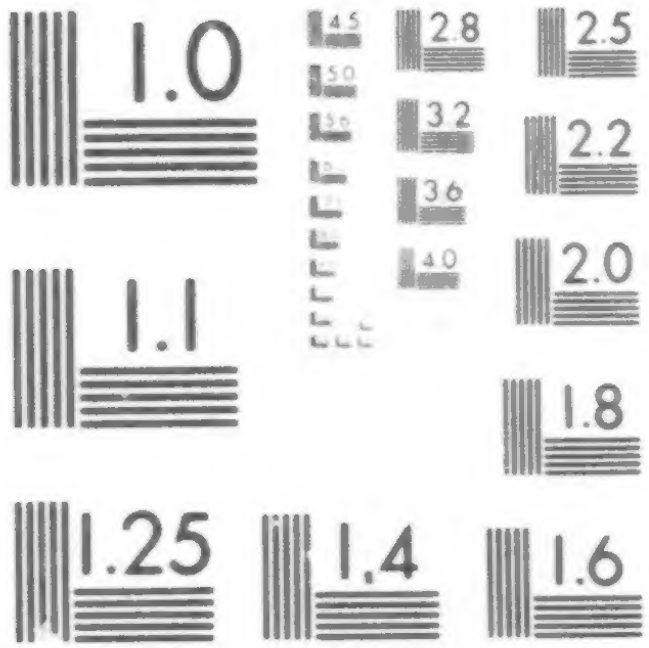
[14]Jarold A. Kieffer, "Toward a System of Individually Taught Courses" in Howard R. Bowen and Gordon K. Douglass, Efficiency in Liberal Education (New York: McGraw Hill Book Co., 1971), p. 109.

[15]Stephen H. Spurr, Academic Degree Structures: Innovative Approaches (New York: McGraw Hill Book Col., 1970), p. 60.



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

> Jobs have changed. Rather than long-extended formal education in advance, more jobs require some basic skills and knowledge in advance and then a willingness to keep learning and opportunities to learn. Some occupations and professions, such as those of engineers, doctors, and lawyers, now require, and will increasingly require, periodic formal updating of knowledge.... Thus it would seem wise to speace formal education over the lifetime, reducing the amount of time spent on it early in life and spending additional time on formal education later in life as desired or as needed.[16]

Increased Maturity of Students

There are also arguments explaining that the reason this three-year baccalaureate program could succeed is that students are physically, mentally, and socially more mature than their predecessors. This increased maturity was fostered through a greater access to television, books, films, travel, and service opportunities. In addition, they are subject to the influence of higher levels of education of their parents.

Ernest L. Boyer states that such a change:

> has important implications because psychiatrists have repeatedly demonstrated that emotional, erotic, social and value patterns are closely connected with the physical changes adolescents undergo. Thus America has a new time for coming of age emotionally and psychologically--within the old educational time frame of the 1890's. This discrepancy has caused increasingly disastrous consequences. The timing of contemporary education desperately needs to be brought into closer harmony with the new maturation clock of youth.[17]

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[16]The Carnegie Commission on Higher Education, Less Time - More Options (New York: McGraw Hill Book Co., 1971), p. 8.

[17]Boyer, op. cit., p. 276.

Closely associated with this increase in maturation of youth is their increase in educational attainments, even at pre-college levels. Again, Boyer comments on this by stating that "today's students are a full grade ahead of their parents when their parents were the same age, according to standardized tests of academic achievement, and several years ahead of the average young person of the 1920's."[18]

Many instances of this increased academic achievement of students today can be shown. Boyer cites a study done by the U.S. Department of Health, Education, and Welfare October 10, 1971 which indicates that "two decades ago, fewer than one in ten children age 3-5 attended nursery or primary classes; in 1970, 37.5 percent of the 10.9 million children in that age group were enrolled."[19] An additional study shows that "Twenty years ago, only 77 percent of America's youngsters went to kindergarten; now over 90 percent attend."[20]

Secondary Schools Offering College-Level Work

The Carnegie Commission acknowledges that secondary schools have made drastic improvements in the quality of work achieved by its students and "...much of the last year of high school, in particular, is wasted for those already admitted to college."[21] They go on to say that the first

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[18] Ibid.

[19] Ibid.

[20] Ibid.

[21] The Carnegie Commission, op. cit., p. 7.

year of college is also often wasted for those students who have received a superior secondary school education.

Such secondary students who have done advanced work can qualify for advanced standing by passing CEEB Advanced Placement Exams. Also, just as important as the changes in students is the change that has taken place in academic subjects. Subjects that were once considered college level are now being taught in high schools. In fact, college level courses are offered primarily to prepare students for advanced placement tests. Thus, these exams enable them to participate in a longer three-year baccalaureate program, and as such, their first year of college is not wasted and they are no longer kept "in the dependent status of students."[22]

This can be substantiated if one considers the number of students who, upon entering college, have already received academic credits achieved by the Advanced Placement Program and/or the College Level Examinations Program. In fact, the Commission pointed out that "fifty thousand high school students are now given credit each year for advanced standing in college."[23] They believe that this could easily be expanded to 500,000 students per year.[24] For example, Dean K. Whitla states that 809 of the freshmen class of Harvard and Radcliffe in the fall of 1972 had taken 1888 advanced placement exams.[25]

[22] Ibid., p. 8.

[23] Ibid., p. 16.

[24] Ibid.

[25] Dean K. Whitla, "The Three-year A.B. - A Proposal for Harvard," Liberal Education, Vol. LVIII, No. 2, May, 1972, p. 249.

Here at Red Ink College 25% of our entering freshmen have taken advanced placement tests and in general this number seems to be increasing with each freshman class.

Economics

At this point, we have explained what the three-year baccalaureate program is, its history, and the reasons it could succeed. Now we would like to explain the major reason for initiating it. That is economics. Interest in this program itself was stimulated by the rising costs of operation of higher educational institutions. Former President of Columbia University Grayson Kirk stated that "...four years in some adolescent playpens that are called centers of learning may be a pleasant interlude for young people, but it is a luxury which they, their parents, the colleges and the country can no longer afford."[26]

The Carnegie Commission on Higher Education asserts that adopting the three-year B.A.:

> could result in a reduction of operating expenditures for higher education by 10 to 15 percent a year below levels that would otherwise prevail by 1980, or $3 to $5 billion a year. Construction costs in the 1970s could be reduced by one-third, or a total for the decade of $5 billion.[27]

Kenneth R. Conklin adds "from the student's viewpoint, a three-year B.A. would offer a 25 percent saving in time and money. Thus, colleges that have a three-year B.A. could expect an easier job of recruiting students."[28]

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[26]Grayson L. Kirk, "College Shouldn't Take Four Years," in S. I. Bellman (ed.), The College Experience (San Francisco: Chandler Publishing Co., 1962), p. 19.

[27]Carnegie Commission, op. cit., pp. 1-2.

[28]Kenneth R. Conklin, "The Three-Year B.A.: Boon or Bust?" A.A.U.P. Bulletin, Vol. 58, No. 1, March, 1972, p. 35.

WHAT ARE THE ARGUMENTS AGAINST THE TIME-SHORTENED BACCALAUREATE?

Next, we would like to investigate the arguments against adopting the three-year baccalaureate program. We will take the above arguments and give their contradiction one by one.

Education for the Whole Man

The first argument we discussed stated that this program would make education more pragmatic in today's society. The student would be able to concentrate on his major area of interest and begin working in that area sooner. It would also give the student a greater opportunity to specialize in his field after receipt of the B.A. The contradictory argument is in favor of education for the whole man. Along this line, John B. Dooley goes so far as to say, "the goal of higher education must be as it always has been: the education of the whole man. The narrow specialist may become a danger; the educated man is the hope of the world."[29] He goes on to say that:

> it is physically possible to concentrate on required courses, paring them to the minimum, to enable an energetic student to complete his requirements in three years or less. But is this the kind of education young people should have? Should there be no time for the study and appreciation of the arts, philosophy, or religion? The product may be a man skilled in a craft but one with little understanding or appreciation of mankind.[30]

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[29]John B. Dooley, "Short-cut, Impersonal Education is No Answer," Educational Record, Spring, 1972, Vol. 53, No. 2, p. 178.

[30]Ibid.

Kenneth R. Conklin also follows this line of thought. In "The Three-Year B.A.: Boon or Bust?", he writes,

> what we need today are broadly educated citizens who can apply intelligence and interdisciplinary understanding to solve large-scale general problems. The three-year B.A., by emphasizing efficiency in specialized training while cutting back on general education would seriously handicap the development of broadly educated leadership.[31]

With the increased amount of knowledge and advanced technologies, graduates of American colleges and universities are being trained in many different specialties. It can be argued that communication between them is becoming increasingly difficult:

> Any three-year degree program that emphasizes further cutbacks in general education will widen the communication gap [and] will further delimit any semblance of common understanding. Any degree program that emphasizes efficiency in specialized training may well seriously handicap the development of broad educational leadership.[32]

As for the idea of students finishing their education and entering the job market earlier, critics feel that this would produce more graduates than the economy can absorb. They further contend that by so doing, the labor market would be flooded with young people who would have normally been on campus for one or two more years and thus have a tendency to swell the ranks of the jobless at a period of time when the country already seems plagued with unemployment.[33] John B. Dooley adds that this would create an

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[31]Conklin, op. cit., p. 36.

[32]Edward Van Gelder, The Three-Year B.A.: A Wavering Idea (Gainesville: Institute for Higher Education, October, 1972), p. 15.

[33]Boyer, op. cit., p. 278.

"unbalanced condition."[34]

Adventure Years

The next argument discussed in favor of the three-year B.A. said that such a program is possible because students today are socially, psychologically, and academically more mature. Because of this and because many secondary schools have raised the quality of their courses, many students are quite qualified to complete a three-year baccalaureate program. An abundant literature does not exist to contradict this argument. However, Daniel Bell mentions the:

> pretensions of the secondary schools about 'upgrading' and 'enriching' their courses, and thus claiming to preempt the first year or two of college. While some very useful work has been done in mathematics, sciences, languages and to a lesser extent, American history--fields where specific skills can be strengthened or a factual body of materials can be absorbed--some real damage is being done in the social sciences and humanities by giving students the illusion that they already 'know' the basic ideas in these fields.[35]

Bell goes on to discuss the importance of the college experience. In brief, even though the students may be capable of succeeding in a three-year B.A. program there is no expedient need to do so.

> For the young student himself, it is important that the college experience be unhampered and distinctive. It should be the testing years--the testing of one's

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[34]Dooley, op. cit., p. 180.

[35]Daniel Bell, The Reforming of General Education (Garden City: Anchor Books, 1968), p. 186.

> self and one's values; the exploration of different fields before settling in to a single one; and the experience of belonging to a common intellectual community in which diverse fields of knowledge are commingled. In short, the college can still be one of the few places of broad intellectual adventure, the place where one can resist, momentarily, the harness that society now seeks to impose at an earlier and earlier stage on its youth.[36]

General Education

As for the final argument discussed above as to the decreased costs of education both to the student and to the college, no one can really deny that this would ensue. However, opponents of the three-year B.A. question whether this decreased cost is worth the resulting devaluation in terms of both economics and in competencies to the degree. Conklin states "When administrators slice up the shrinking budgetary pie, prestigious departments with numerous majors fare better than service departments whose courses are populated mainly by non majors."[37] Critics feel that the time elimination would be at the cost of general education as opposed to the major area of concentration. The motivating factors behind the three-year B.A. and the resulting consequences of its adaptation may have a serious threat to American education. Conklin feels that "The transparently obvious motive is survival in a competitive market, and the consequences will be a devaluation of the degree with no long-term survival."[38]

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[36] Ibid., p. 185.

[37] Conklin, op. cit.

[38] Ibid., p. 56.

Savings?

The actual extent that a three-year B.A. would alleviate the financial difficulty remains for the future. It seems implicit in this discussion that unless colleges and universities not only reduce degree requirements, but also the enrollment, one should not be too optimistic concerning the total savings of the three-year B.A. It seems that a limited number of colleges and universities could actually afford a reduction in enrollment and tend to remain solvent. It would be a safe allegation to make the assumption that many, perhaps most, institutions will try to operate on a full capacity basis. Therefore, it seems difficult to determine where the savings that the Carnegie Commission has projected will come from. "Whether a college 'processes,' let us say, 10,000 students in four years or 7,500 in three years, the relative cost of this 'processing' should be about the same."[39] As long as it is essential for survival of a collegiate institution to be operating at full capacity in an effort to meet its financial difficulties, then it would seem that no matter how long students are enrolled, the investment would remain fairly constant. To students, the idea of a three-year baccalaureate would present a projected 25% (1/4) savings to the college. However, the plan may not prove quite as lucrative.

EFFECTS ON PERSONNEL

Clark Kerr, in a letter to a member of this committee regarding the effects of the time shortened B.A. on faculty stated that:

[39]Van Gelder, op. cit., p. 14.

> It is unrealistic to anticipate that an innovation such as this one will immediately reduce faculty staffs significantly. Sound planning can reduce the need for dismissals and rely on normal attrition for taking care of overstaffing problems. As a very practical matter, a very few institutions will attempt to dismiss tenured faculty to reduce the time requred for a B.A..... However, the issues are pretty clear and unless students are being shortchanged--which we do not think is necessary--the burden of proof will be on the faculty members and departments and not on the institutions. Of course, institutions should not use such policies as degree acceleration as excuses to behave inconsiderately or inhumanely in their relationships with their faculty.[40]

WHAT ARE THE RECOMMENDATIONS OF THE FACULTY COMMITTEE?

A three-year B.A. degree used solely to meet our financial trouble does not seem a viable solution to the problem if it tends to devaluate the competencies of the degree. However, as a means of making education more relevant to the changing times in this country, the three-year B.A. has tremendous possibilities here at Red Ink College. In the opinion of this committee, one of the most feasible proposals for the adoption of this degree is described by Paul Woodring in The Higher Learning in America: A Reassessment. Woodring argues that the four-year degree structure as it exists today tends to contribute little to academic structure or to the liberal education curriculum. He feels what is needed is a program of liberal studies that is designed "to broaden the

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[40]Clark Kerr, letter to Allan Hoffman, March 6, 1974.

student's horizon, liberate him from the limitations of ignorance, prejudice, and provincialism."[41] We feel that this type of program would have the tendency of providing a student with a richer variety of life. Moreover, it would exist for a three-year period. At its successful climax, the student would be awarded a baccalaureate that would be in liberal education. This three-year B.A. would be the foundation for an additional two years of graduate training in a specialized field.

The basic point of Woodring's curriculum with which we concur is that by the amputation of all professional courses from the undergraduate program, it would be quite feasible to grant the baccalaureate in a period of three years. By being exposed to a totally liberal studies program, the foundation to advanced professional and specialized training would be formed as well as a common basis for understanding of all members of our society.

The faculty committee believes that we could institute a time-shortened baccalaureate without reducing the current instructional staff here at Red Ink College. This could be accomplished by the shifting of professors from what has traditionally been considered upper level type courses to those courses that would be incorporated into the time-shortened sequence. Also, if we do decide to adopt the time-shortened degree, we must re-think and justify current courses and programs.

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[41]Paul Woodring, The Higher Learning in America: A Reassessment (New York: McGraw Hill Book Co., 1968), p. 219.

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APPENDIX A

Description of Programs[42]

Appalachian State University

Appalachian State University, in cooperation with selected high schools, has established a combined admissions, research, and curriculum development program with three main goals: first, to determine whether average "college bound" high school students are able to pursue successfully college work without attending both the senior year of high school and freshman year of college; second, to determine the best method for reducing the redundancy between high school and college work; and third, to develop personalized time-shortened curricula for those who can profit from them.

This Admissions Partnership Project utilizes four alternate approaches: (1) A pilot-team of Appalachian's instructional personnel works closely with high school teachers teaching freshman level courses to 60 seniors in two public high schools; (2) 60 high school juniors (rising seniors) take college-level courses during Appalachian's summer session and, if successful, are permitted to continue their college studies in the fall as freshmen; (3) 60 high school graduates are enrolled

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[42]Taken directly from Richard C. Giardina et al (eds.). The Dynamics of Baccalaureate Reform: Report of Directors of Carnegie-Funded Time-Shortened Baccalaureate Programs. (Bowling Green, Ohio: Modular Achievement Program, Bowling Green University, 1973)., pp. 45-52.

as sophomores (that is, 45 quarter hours are subtracted from the total required of them for a baccalaureate, and an individualized degree program is worked out for them); (4) matched groups of regular entering freshmen and sophomores will serve as controls.

Bowling Green State University

The Bowling Green State University Modular Achievement Program views attainment of the baccalaureate not as a function of credits and hours accumulated but as a function of competencies gained in various areas of learning. It is an attempt to demonstrate the possibility of a rigorous approach both to learning and to the measurement of that learning, and to create an achievement-based, time-variable, baccalaureate degree focusing on four modular areas:

(1) cognitive and communicative skill development

(2) problem-solving and exploration of value systems

(3) professional specialization

(4) diversification supportive of that professional specialization

The streamlined general education component of the degree is built around a one-quarter "Little College" program of cognitive and communicative skill development, as well as quarter-long, living-learning, "cluster" experiences in such areas as the humanities, social sciences, physical sciences, and environmental studies. Students who complete MAP's freshman year program, and who perform as well on certain tests of general education skill and ability as their counterparts in the sophomore year, may immediately begin their program of specialization as juniors. Those

who do not perform as well, continue in the general education curriculum.

California State College, Bakersfield

The Personally Adjusted College Education (PACE) Program that has been implemented at California State College, Bakersfield, provides maximum flexibility in means by and time during which the individual undergraduate student progresses toward the baccalaureate degree. It proposes to concentrate on five kinds of experimentation: (1) component (modular) courses and programmed learning/auto-tutorial packages; (2) challenge of regular courses by examination; (3) evaluation of and credit for experience gained outside the classroom; (4) expansion of the use of diagnostic tests and pre-college qualifications; and (5) comprehensive examinations for disciplines or segments of disciplines. Primary attention has been given to the modularized program.

California State College, Dominguez Hills

The "Small College" of the California State College, Dominguez Hills, is an independent academic unit of the college, authorized to test new instructional techniques and combinations of subject matter within the context of a three-year baccalaureate. The program is designed to accommodate a heterogeneous student population possessing a wide variance in academic aptitudes. Requirements for graduation conform to the 186 quarter unit requirements of the parent institution. The academic program is divided into three phases: General Education, Field of Emphasis, and Thematic Project. Acceleration toward the degree is achieved primarily through implementation of a modularized, competency-based curriculum.

Additionally, the program utilizes such modes of acceleration as advanced placement, independent study, and recognition of work experience for credit. Students demonstrating the required competencies in a subject matter area receive immediate credit and advance to other work. Testing out of modules is encouraged. A special feature of the program is the Mentor System--a comprehensive continuous advisement function which involves each faculty member in the academic progress of 15-18 students.

California State College, San Francisco

The College's School of Behavioral and Social Sciences is implementing several specific pedagogical innovations directed toward two ends: educational experiences beyond the traditional classroom, designed to deepen and enrich the students' learning; and alternatives to the traditional classroom, devised to encourage the student to pursue his curricular objectives at his own speed and to accelerate that pursuit wherever possible. The School's proposals, including a task-oriented curriculum, independent learning, field experience, role-playing and simulation, peer group instruction, community-as-laboratory, and computer-based instruction, are examples of efforts designed to broaden and deepen the student's educational experience, but not specifically to accelerate it. Others, generally directed toward self-pacing through self-paced modules, CLEP, opportunities for challenge and comprehensive examinations, have acceleration as a primary focus.

Colgate University

The "Colgate-II" program is open to all students who have achieved second term sophomore standing, and focuses on the concept of a "field"

of study, which is defined as "a disciplinary, sub-disciplinary, or interdisciplinary area of study of significant breath and recognizable coherence which forms an integrative center of an intellectual endeavor." While study within a field may be undertaken through the introductory, intermediate or advanced level, the minimum program for each student consists of demonstrated achievement in three fields through the intermediate level, one of which is carried to the advanced level. Fields are initiated, designed, and offered by the faculty, subject to the approval of the Dean's Advisory Council. Evaluation is the responsibility of the faculty in each field and of other faculty members who guide the student's work.

Students register for no more than four courses per year and are normally expected to complete all work (including freshman year) for their Colgate degree within three to five years. Students receive credit but not grades for their work in Colgate-II.

State University of New York at Albany

The time-shortened degree program at the State University of New York at Albany is an early admission program which, in effect, combines the remaining twelfth grade requirements for high school graduation with the first year of college through interdisciplinary study in the Humanities, Sciences, and Mathematics. The university enters into an agreement, with the high schools from which the students are admitted, that the high schools will accept successful completion of the freshman year as satisfying their requirements and, thus, award the high school diploma.

The freshman year is also an introduction for the student to the interdisciplinary, integrative study which characterizes the entire program.

The program curriculum involves a concentration on Man and His Institutions--a thematic, problem-oriented study of basic social institutions, their interdependencies, and their influence on social problems, issues, and individual social functioning. Off-campus experiences in some of the institutions being studied will be provided, concurrent with classroom study of those institutions. Additionally, other major areas of concentration are being developed to increase flexibility in selection of options.

SUNY College at Brockport

The "Alternate College" of the SUNY College at Brockport offers any freshman admissible to the four-year college the possibility of a B.S. or a B.A. degree in six semesters, regardless of advanced placement credit earned. Academic majors are available through a conventional, an interdisciplinary, or an individualized contractual track and are limited to 32-36 weeks of study.

General Education has been compressed into a 32-week time frame, spread throughout the three years of the program. Freshmen enroll in five required eleven-week courses in general education and may elect two four-week "spin-off" courses or three courses in the four-year college. In addition, all students participate in a mentor-tutorial seminar providing discussion opportunity, special projects, and counseling. Special modules in communication, statistics, and computer science also are available as part of the student's individualized program.

The student enters his academic major in the second year and, regardless of his discipline, continues in broad learning experiences

through courses offered by the Alternate College. Included in each major are synthesis and synoptic seminars. All options and special programs offered by the four-year college are open to the Alternate College student.

SUNY College at Buffalo

THE SUNY College at Buffalo is experimenting with both an Early Admission Program and an Individualized Degree Program. Well qualified high school juniors enrolled in the Early Admission Program take two courses during the summer session and, if successful, have the option of remaining on campus as regular freshmen. High school diploma requirements are completed on the basis of college course work.

The Individualized Degree Program operates outside of the course and credit-hour structure and utilizes the learning contract as its basic structure; independent study, interdisciplinary work, and off-campus project work are emphasized.

A small group of core faculty devotes full-time to the program as advisors, instructors, and managers of learning resources. Extensive lower-intensity participation by many other faculty is encouraged. Performance-based models of evaluation are used.

SUNY College at Fredonia

The 3-1-3 Program of the SUNY College at Fredonia allows students who have completed their junior year of high school and who meet admission standards set by the college to enroll as college freshmen in a cooperative year in which they take two courses at their high school and three at the college. A reciprocity agreement concerning course credit is maintained

by both the college and the high school.

The student who makes satisfactory progress in this program normally earns eighteen credits during the year for his course work taken at the college and up to twelve credits for certain specified courses taken at his high school. At the end of the year, he is awarded his high school diploma and is able to continue in a degree program at Fredonia at the sophomore level.

College credit for the work taken in high school is entered on the student's record with a grade of "P." The courses so credited use a unique SD course designation.

SUNY College at Geneseo

The Three-Year Baccalaureate Degree Program at the SUNY College at Geneseo consists of 90 semester credits of academic course-work. A student is not required to take any specific courses to satisfy the general education component of the degree, but must successfully complete the Undergraduate Record Examinations in three areas of knowledge: Humanities and Fine Arts, Natural Sciences, and Behavioral Sciences. Course work is then divided between major units (30-36), electives (54-60), and 3 hours of Physical Education.

The faculty is currently preparing reading lists to be available for students as supplementary preparation for successful completion of the comprehensive examinations. Attention is also being given to the development of cross-disciplinary courses at the introductory level.

The student will be required to take local supplementary examinations to test his critical abilities, interdisciplinary perspectives, and

expressive abilities. These examinations will be of an essay nature and are an additional graduation requirement for the student.

University of Illinois at Urbana-Champaign

The design of the University of Illinois 3-Year Baccalaureate Study requires that four groups be enrolled in different degree programs during 1972-73 and 1973-74.

Group I comprises early admission candidates who have been provided credit-by-examination opportunities through CLEP and local proficiency examinations and have been enrolled in courses available to undergraduate students. Beginning in the second year, they will be eligible for new courses and seminars to be developed for Group II. Generally speaking, students in Group I are enrolled in the regular four-year curriculum.

Group II, the primary experimental group, was enrolled in Fall 1973 in a six-semester special curriculum developed by some restructuring of requirements, by creation of new courses, and by the use of innovative instructional methods, particularly computer-based instruction (PLATO). The focus during the first year for students in Group II is on achieving two major objectives: (1) Developing a general acquaintance with the various areas of human knowledge, together with a problematic concern in one of the areas; and (2) developing an in-depth acquaintance through courses and seminars with a prospective major field of study. The focus of the second year will be upon the student's major field of study. The third-year program will complete the student's area of concentration, will encourage exploration, and will require assimilation of knowledge in one's discipline.